

FILE D

Health Education:

Item Information and Scoring Guide Reference Sheet D-2

Item Information and Scoring Guide
Reference Sheet D-3

**Items with Learning Results, Scoring Guides and
Training Notes, and Student Responses D-4**

[Back to Table of Contents](#)

**Health Education:
Item Information and
Scoring Guide Reference Sheet**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) health education items are scored. These pages contain the text for each item, accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

**Items with Learning Results,
Scoring Guides and Training Notes,
and Student Responses**

1. Shawn sees someone drowning. Which is the **first** thing Shawn should do?
 - A. Jump into the water and rescue the victim.
 - B. Shout instructions to the victim on how to swim.
 - C. Extend something, such as a pole, for the victim to hold onto.
 - D. Call for emergency service and wait for help to arrive.

MC#: 1

Key: C

Learning Results: C-2

Health Promotion and Risk Reduction

- C Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to
- 2 demonstrate strategies to avoid, change, and report unsafe situations.

2. State law requires that asbestos be removed from all school buildings in the state of Maine. The reason for this law is to
- A. provide a healthy physical environment for students.
 - B. prevent microorganisms from entering classrooms.
 - C. improve the mental, social, and emotional health of children.
 - D. replace old insulation with new insulation to cut down on heating costs.

MC#: 2

Key: A

Learning Results: A-5

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 3 analyze how the environment relates to personal and community health.

3. Jim is comparing an expensive brand of acne lotion with an inexpensive brand. Which would be **best** for him to do?
- A. Study the advertisements for both products.
 - B. Read magazines to find a comparison of the two products.
 - C. Ask friends who have tried both products.
 - D. Read the labels to see if the products have the same ingredients.

MC#: 3

Key: D

Learning Results: B-1

Health Information, Services, and Products

- B Students will know how to acquire valid information about health issues, services, and products. Students will be able to
- 1 provide evidence to support the validity of health information, products, and services.

4. Al and Joan are planning a day of ice fishing on an isolated lake.
 - a. List **four** items they should take to ensure their personal safety.
 - b. Explain why each item is important.

CR#: 4

Learning Results: C-2

Health Promotion and Risk Reduction

- C Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to
- 2 demonstrate strategies to avoid, change, and report unsafe situations.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response demonstrates a thorough understanding of the risks associated with outdoor, cold-weather activities and ways to minimize those risks. Response includes a list of four items that will help ensure safety and a clear explanation as to why each item is important.
3	Response demonstrates a general understanding of the risks associated with outdoor, cold-weather activities and ways to minimize those risks. Response includes a list of four items that will help ensure safety and a general explanation as to why each item is important.
2	Response demonstrates partial understanding of the risks associated with outdoor, cold-weather activities and ways to minimize those risks. Response includes a list of two or three items that will help ensure safety and an explanation as to why each item is important OR response includes a list of four items without explanation.
1	Response demonstrates minimal understanding of the risks associated with outdoor, cold-weather activities and ways to minimize those risks.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response Item 4

- Layers of winter clothing, hat/hood, mittens/gloves (all these prevent weather-related problems of hypothermia and frostbite)
- Warm/waterproof footwear
- Compass for direction (a large body of water, can lose sense of direction)
- Waterproof matches or lighter (build fire for warmth, signal for help)
- First aid kit (safety)
- Food and water (warmth, energy)
- Rope (assist if someone falls through the ice)
- Cell phone (call for help)
- Life jackets (in case someone falls through the ice)

4. a) Four items that Al and Joan should take when going ice fishing on an isolated lake are life jackets, wool sweater or jacket, boots, and a compass. 4
- b) They need all of these items because each serves an important purpose. The life jacket would provide protection from drowning if there was a thin patch of ice that you could fall through. A wool jacket or sweater would give you warmth even if you got wet and could slow the process of hypothermia. Boots are an important necessity because the extremities such as the toes are what get affected first by frostbite. A compass would allow you to make sure that you know your way back to your starting place.

4. One item they should remember is snowshoes. 4
Snowshoes will make it easier to navigate the snow & will help them to stand on the ice. Another item would be either a yard or meter stick. This would be to measure the thickness of the ice after they cut it. If the ice is too thin, they may fall through. A net or rope would be useful should someone fall through the ice. Using such an item would make it easier to pull them out, or to help preserve their energy. Should someone fall in, a thick blanket would be very useful. This item would be important for treating hypothermia.

4.

Al and Joan should take at least four items for their personal safety on the day trip of ice fishing on an isolated lake. They should take a cell phone, to ensure them that they can call for help if something happens. A first aid kit, to ensure them that they have some medical care. A chain/rope if someone falls in they can pull them out. They should also take warm blankets, so in case someone does fall in they can cover them after they are pulled out to keep them warm. So they will not catch hypothermia.

4.

- ① Rope - Just in case one falls in
- ② Cell Phone - To report an injury
- ③ Blankets - to keep warm
- ④ Flares - to signal help

4.

2

a first aid kit, a cell phone, warm blanket and antibiotics.

A first aid kit has things that can help you injury if you get one. A cell phone so you can call for help.

The warm blanket is to keep the victim warm. Antibiotics are to clean out the cuts if they get ones.

4.

2

When Al and Joan go ice fishing they should take plenty of warm clothes, a truck, a shanty, and a life saver. The warm clothes are so they don't get cold and catch hypothermia. The shanty has a wooden floor that's less dangerous to walk on than the ice lake. The life saver and truck are there in case someone slips in and is about to be carried under the ice.

4. First you should check the ice to make sure it is thick enough so they won't fall in. Another thing is to make sure your around so they won't fall into the lake. Dress warmly so you don't get frost bitten. Remember you are on an isolated lake, if something bad happens at least you'll be warm. 1

4. One thing would be hot cocoa cuz you need something to keep your body warm. Also they need a coat, hat, & mittens to keep them warm. They would need a fishing pole to use and bait to catch the fish. 1

5. a. Predict how using drugs or alcohol can affect a person's decision-making ability in the area of sexuality.
- b. Give **two** specific examples of steps in the decision-making process that could be affected by using drugs or alcohol.

CR#: 5

Learning Results: F-1

Decision Making and Goal Setting

F Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to

- 1 demonstrate various decision-making strategies that can be used to address behaviors which lead to trouble.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student response predicts how using drugs or alcohol can affect a person's decision-making skills in the area of sexuality and gives two specific examples of steps in the decision-making process that could be affected by using drugs or alcohol. Response is well developed and contains no errors.
3	Student response predicts how using drugs or alcohol can affect a person's decision-making skills in the area of sexuality and gives two specific examples of steps in the decision-making process that could be affected by using drugs or alcohol. Response is general and contains minor errors.
2	Student response predicts how using drugs or alcohol can affect a person's decision-making skills in the area of sexuality and gives one specific example of steps in the decision-making process that could be affected by using drugs or alcohol. Response lacks detail and contains errors.
1	Student response predicts how using drugs or alcohol can affect a person's decision-making skills in the area of sexuality and/or gives one specific example of a step in the decision-making process that could be affected by using drugs or alcohol. Response is minimal and contains errors.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response Item 5

Possible Answer:

- a. When a person is drunk or high, she/he has less inhibition and might do something she/he wouldn't normally do. The time to make a decision about sex may be unclear. You could go further than you want because you are intoxicated (lack of impulse control).
- b. Because you are not thinking clearly, it is difficult to consider the consequences of the action. People may act on the spur of the moment without thinking through the alternatives. Without thinking clearly, you could feel bad about the decision later on (evaluation).

Additional Information:

- excessive use of drugs or alcohol can impair a person's ability to clearly evaluate a situation
- can be an excuse to engage in an activity, such as sex, that they would not engage in if they were sober
- can blur the distinction between values and desires that are in direct opposition to one another
- they may not think about consequences and most of the consequences are negative
- consideration of others is decreased

Decision-Making Steps

Define the situation/problem.
Collect information.
List the possible solutions.
Evaluate the possible solutions.
Choose a solution.
Act on your choice.
Evaluate.

5.

① Using drugs or alcohol while in a sexual situation can be dangerous. When on drugs (I consider alcohol a drug), the mind does not think in the same way it does under normal circumstances. You may feel the urge to have intercourse with someone, and later feel hurt or embarrassed. You think with your body instead of your mind. You do what you feel like doing because for those few hours when you're high, you're free. Unfortunately, consequences always have to be suffered. ② Usually one or more of the decision-making steps is skipped or overlooked while under the influence. A person cannot see what the results of their actions may be. They think "in the moment" and see not consequences for what they do. Another thing that is affected is ability. While on drugs, people become over-confident with themselves and cannot judge their ability in a proper way.

5.

a) When you use drugs or alcohol your brain no longer has any control over your body. If you're drunk or high it would be very easy for someone sober to take advantage of you sexually. Even if you're not completely trashed/wasted, your brain can't tell your body to fight back or resist.

b) An example of the decision making process that would be effected by drugs or alcohol would be that if you're drunk/high you are so laid back that you don't realize what is happening or you don't care. Another example is that when you're drunk you may do or say provocative things to a person that will make them come on to you in a way that you wouldn't want them to. You may be having a good time and joking around but a sober person (or another drunk/high one) could take advantage of you.

5. Drugs and alcohol alter your normal mental state making it difficult to make clear, precise and carefully thought out decisions. Without the proper ability to make these decisions, sometimes they will be decided for you anyway. If a person's state of mind is altered it is possible that they may in fact be taken advantage of sexually. 3

Two examples of decision-making process affected by using drugs and alcohol are reasoning and making clear arguments for both sides of the issue.

5. A. Using drugs or alcohol can impair your decision making abilities in the area of sexuality. People are more likely to have sex or do something they will regret later. They are also more likely to forget to use protection. 3

B. Drugs and alcohol impair the decision making process. They impair your ability to see the entire situation. Details may be overlooked. They also impair your logic skills causing you to do something you will regret or even die from.

5. You can be under the influence of drugs and alcohol and end up un-protected sex with a stranger. 2

Two examples in the decision-making process that may be altered by drugs and alcohol is:

- Identifying the problem, and clearly understanding it
- Not making a good and safe decision

5. a) If a person is under the influence than the brain is not working properly therefore the person is not thinking clearly as to what he might be doing. If a person is coaxed or just isn't strong enough to fight for themselves than the area of sexuality could arise. First of all the brain shuts down in certain areas which can lead the person to not understanding what they are going to do and what the consequences will be. Everything will seem to be great since they aren't in the right state of mind. 2

5. a) When someone is under the influence of any kind of drug then the chances of you doing something, not usually done by you, is "greater risk." 1
- b) If someone were to use drugs or alcohol, they would forget to do the "Think before do. They would be irresponsible in the safety aspect of life.

5. they are not totally aware of what is going on. 1

She could get pregnant or an STD